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ABSTRACT

This document of skill standards for the food service cluster serves as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These 41 occupational skill standards describe what people should know and be able to do in an occupational setting. Each skill standard contains at least these three areas: performance area (summary of work to be performed); skill standard with conditions of performance, work to be performed, and performance criteria; and performance elements and assessment criteria. These sections may also be included: performance area and assessment and credentialing approach. Introductory materials include the developmental process; assumptions for food service management standards; table of contents; and performance skill levels. Skill standards include: ensure dining area readiness; serve customers; prepare various foods; perform purchasing functions; open and close establishment; plan menus; and maintain compliance with company policies and procedures and local, state, and federal laws. Appendixes include a glossary; lists of committee and council members; and workplace skills. (YLB)

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ILLINOIS

OCCUPATIONAL SKILL STANDARDS

FOODSERVICE CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS
FOODSERVICE CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS

FOODSERVICE CLUSTER

Endorsed for Illinois
by the
Illinois Occupational Skill Standards and Credentialing Council

MESSAGE TO ILLINOIS CITIZENS

Dear Citizens of Illinois:

Preparing youth and adults for entry into the workforce and the ability of individuals to contribute to society throughout their lives are critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally by increasing the skills and productivity of the front-line workforce. The major purpose of skill standards and credentialing systems is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. This document represents the work of the Hospitality Subcouncil and the associated standards development committee. Through this collaborative effort, skill standards products are being developed for a myriad of industries, occupational clusters and occupations. Upon completion of these products, there will be a period of feedback and comment from business, industry and labor representatives as well as educators.

These documents will serve as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design as well as needs for inservice and technical assistance in their implementation are critical to our efforts to move forward and improve the documents. A feedback instrument is included with this document.

Questions concerning this document may be directed to:

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We look forward to your comments.

Sincerely,

The Members of the IOSSCC

THE ILLINOIS PERSPECTIVE

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) endorses occupational skill standards and credentialing systems for occupations that (a) require basic workplace skills and technical training, (b) provide a large number of jobs with either moderate or high earnings, and (c) provide career advancement opportunities to related occupations with moderate or high earnings. The nine-member Council was established by the Occupational Skill Standards Act (PA 87-1210). The council, representing business, industry and labor and working with the Illinois State Board of Education in partnership with the Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

Vision

It is the vision of the IOSSCC to develop a statewide system of industry-defined and recognized skill standards and credentials for all major skilled occupations providing strong employment and earnings opportunities in Illinois. Information related to occupational employment and earning opportunities is determined by the Illinois Occupational Information Coordinating Committee (IOICC) in cooperation with business and industry.

Subcouncils and Standards Development Committees

The Council developed industry subcouncils (representing all major industries in Illinois) to review, approve and promote occupational skill standards and credentialing systems. In cooperation with organizations such as the Illinois State Chamber of Commerce, the Illinois AFL-CIO, the Illinois Manufacturers' Association and others, the Council established the first five subcouncils in 1995—Agricultural and Natural Resources, Manufacturing, Health and Social Services, Hospitality and Business and Administrative/Information Services.

The remaining subcouncils include Applied Science and Engineering Services, Legal and Protective Services, Transportation and Distribution, Educational Services, Financial Services, Marketing and Retail Trade, Communications, Construction and Energy and Utilities.

The Standards Development Committees, composed of business, labor and education representatives, are experts in the related occupational cluster and work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits for Employers, Educators, Students and Workers

Occupational skill standards and credentialing systems are being developed and promoted by the IOSSCC to improve Illinois' competitiveness. Such standards and credentialing systems provide a common language for employers, workers, students and education and training providers to communicate skill requirements and quality expectations for all major industry and occupational areas.

For Employers, skill standards will

- Improve employee recruitment and retention by more clearly identifying skill requirements,
- Encourage improved responsiveness and performance of education and training providers,
- Enlarge the pool of skilled workers,
- Focus attention on the importance of training investment.

For Education and Training Providers, skill standards will

- Provide information on all major industries and occupations,
- Contribute to program and curriculum development,
- Strengthen relationships between educators and training providers,
- Improve career planning.

For Students and Workers, skill standards will

- Foster better decision making concerning careers and the training necessary to acquire well-paying jobs,
- Allow more effective communication with employers about what they know and can do,
- Allow more effective work with employers in career development and skill upgrading.

IOSSCC Requirements for Occupational Skill Standards

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster which meets the criteria for IOSSCC endorsement;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois;
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Definitions and Endorsement Criteria

The definitions and endorsement criteria are designed to promote the integration of existing and future industry-recognized standards, as well as the integration of the Illinois academic and occupational skill standards. Because all skill standards must address the critical work functions and activities for an occupation or industry/occupational area, the Council further defined three major components:

- ***Conditions of Performance***: The information, tools, equipment and other resources provided to a person for a work performance.
- ***Statement of Work***: A description of the work to be performed by a person.
- ***Performance Criteria***: The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedural requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC also requires performance criteria to be further specified by detailed individual performance elements and assessment criteria.

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois academic standards which describe what students should know and be able to do as a result of their education. The Council is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the academic and occupational skill standards.

The Illinois Model

Illinois Occupational Skill Standards describe what people should know and be able to do and how well these skills and knowledge will be demonstrated in an occupational setting. They focus on the most critical work performances for an occupation or occupational area. As seen in the following model, Illinois Occupational Skill Standards contain at least these three areas:

- Performance Skill
- Skill Standard
- Performance Elements and Assessment Criteria

The following sections may also be included at the discretion of the specific standards development committee:

- Performance Area
- Assessment and Credentialing Approach

Illinois Occupational Skill Standards carry a coding at the top of each page identifying the state, fiscal year in which standards were endorsed, subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Foodservice Skills Cluster, which has been developed by the Hospitality Subcouncil, would carry the following coding: IL.97.HOSP.FSM.25

A model for Illinois Occupational Skill Standards showing the placement of the coding and providing a description of each area within a standard is contained on the following page.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL. FY. SUBCOUNCIL. CLUSTER. STANDARD NO.

Performance Area

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Includes all information, tools, equipment and other resources provided to the learner for performing the work.

WORK TO BE PERFORMED

Provides an overview of the performance with the major elements or steps being described under Performance Elements and Assessment Criteria.

PERFORMANCE CRITERIA

Includes product characteristics (e.g., accuracy levels, appearance) and/or process or procedure requirements (e.g., safety requirements). Time limits are specified whenever possible.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

Statement of the major elements, components or steps of the overall performance and the assessment criteria for determining successful performance. Includes all major tasks, the knowledge to be demonstrated and specific assessment criteria.

ASSESSMENT AND CREDENTIALING APPROACH

Optional statement of suggested assessment approaches for the performance which also refers to existing assessment and credentialing systems.

DEVELOPMENTAL PROCESS

The Hospitality Subcouncil identified foodservice as the first industry segment for which performance standards should be developed. Based on labor market information and the fact that CHRIE (Council on Hotel, Restaurant, and Institutional Education) was in the process of developing national standards for Customer Service occupations, the Subcouncil charged the first standards development committee with adapting the CHRIE standards for Illinois.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC), upon re-evaluating its endorsement criteria related to earnings, recommended a cluster approach for standards development and endorsement to reflect common standards within the foodservice cluster and the strong career ladder within that segment of the industry.

The Foodservice Cluster divisions were defined as Customer Service (Host/Hostess, Server, Busser and Cashier), Food Preparation (Utility/Cook's/Baker's Helpers and Cook/Chef) and Foodservice Management (Foodservice Manager, Assistant Manager, Dining Room Manager and Steward).

The Foodservice Cluster met developmental criteria established by the Council:

- Education (level and rigor)
- Opportunities for Employment
- Earnings Potential
- Career Opportunities

The Standards Development Committees, which finalized the developmental work, were composed of workers and immediate supervisors representing all occupations within the cluster. As the draft Customer Service and Food Preparation standards were completed, they were presented to one Standards Development Committee for review, revision and validation. A second Standards Development Committee reviewed and validated the draft standards for Foodservice Management.

A complete set of skill standards statements for Customer Service, Food Preparation and Foodservice Management was submitted to the Subcouncil for approval. Comments submitted by the Subcouncil were integrated into the final product. A statement of assumptions accompanied the standards to provide context for their development. Upon completion, the entire standards package was submitted to the Council for endorsement.

ASSUMPTIONS FOR FOODSERVICE MANAGEMENT STANDARDS

Skill standards statements assume:

1. Workplace/employability skills are expected of all learners. The interpersonal skills learners need to be successful in the workplace are significantly related to life-long career experience and are not solely a part of the initial schooling process.
2. Learners will follow standard operating procedures identified by the specific worksite or business advisory committee.
3. Skills progress from simple to complex. Once a skill has been successfully mastered, it should be incorporated as part of more complex skills.
4. The selection of skill standards is not intended to embrace the entire skill base or body of knowledge currently or futuristically associated with the foodservice sector.
5. Skill standards describe the skill only and do not detail the background knowledge or beginning skills related to the particular skill.
6. Although the skill standards enumerate steps to successful demonstration, rote approaches to outcomes are not prescribed.
7. Skill standards are selected because they meet industry and employer needs and professional standards of practice.
8. Skill standards are not intended to replace, supersede or serve as substitutes for procedural manuals.
9. Skill standards are to be performed under conditions consistent with safe and sanitary health practices, both of which are critical for a successful business operation in the foodservice sector of the Hospitality industry.
10. Sanitation Certification is an additional credential that is highly recommended for all employees in the foodservice sector.
11. Time elements identified for individual standards are based on the consensus of the Standards Development Committee; food preparation time elements are dependent upon specific recipes.

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PERFORMANCE SKILL LEVELS

CS - Customer Service
FP - Food Preparation
FM - Foodservice Management

	CS	FP	FM
Follow Safety Procedures	●	●	●
Follow Accident Response Procedures	●	●	●
Follow Security Procedures	●	●	●
Follow Safe Food Handling and Sanitation Procedures	●	●	●
Seat the Customer	●		●
Ensure Dining Area Readiness	●		●
Support Other Staff	●		
Maintain Bus Station	●		
Address Customer Needs	●		
Process Sales	●		
Maintain Counter and Service Area	●		
Serve Customers at the Table	●		
Maintain Stock of Supplies	●		
Ensure Customer Satisfaction		●	●
Follow Inventory Procedures		●	
Operate Foodservice Equipment		●	
Prepare Hot and Cold Sandwiches		●	
Prepare Foods for Breakfast		●	
Prepare a Variety of Salads and Salad Dressings		●	
Prepare and Cook Fruits and Vegetables		●	
Prepare Yeast-Raised Products and Quickbreads		●	
Prepare and Cook Starch Products		●	
Prepare Stocks, Soups and Sauces		●	
Prepare Desserts and Baked Goods		●	
Prepare Meat, Poultry, Fish and Shellfish		●	
Coordinate Food Orders		●	●
Follow Company Procedures for Time and Motion Efficiency		●	
Follow Cost Control Procedures		●	●
Prepare Food Items			●
Perform Purchasing Functions			●
Conduct Inventory Procedures			●
Open and Close Establishment			●
Plan Menus			●
Develop and Carry Out a Marketing Plan			●
Perform Foodservice Accounting Procedures			●
Perform Personnel Management Functions			●
Provide Employee Training and Education			●
Maintain Compliance with Company Policies and Procedures			●
Maintain Compliance with Local, State and Federal Laws			●
Write Foodservice Policies and Procedures When Appropriate			●
Evaluate Effectiveness and Efficiency of Foodservice Operations			●

FOLLOW SAFETY PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures, government safety regulations and the following:

- Safety checklist
- Clipboard
- Material safety data sheets
- Floor signs
- Pen or pencil
- Cleaning supplies and equipment

WORK TO BE PERFORMED

Check work area for safety hazards; eliminate safety hazards from work area and report work area safety violations to designated person. Complete reports as needed.

PERFORMANCE CRITERIA

All hazards that can cause falls, burns, cuts, poisoning or other accidents are eliminated.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Check work area for safety hazards.**
  1. Check for electrical cords or other objects located where they could cause workers to trip or fall.
  2. Check for grease and other spills on floors and work surfaces that could cause workers to trip or fall or cause equipment to slide.
  3. Check for pot handles facing the front of cooktops which could cause workers to bump into them and spill hot ingredients.
  4. Check for pot holders or gloves conveniently located where hot equipment or hot plates are handled but not located too close to heat sources.
  5. Check for class A, B, C fire extinguishers within easy reach wherever grease fires or other fires could occur.
  6. Check expiration dates on fire extinguishers.
  7. Check electrical cords for fraying.
  8. Check for combustible materials near heat sources.
  9. Check for caustic or poisonous substances near food preparation areas.
  10. Check for appropriate labels on caustic and poisonous materials, including government-specified symbols, instructions for use and antidotes.
  11. Check that required material safety data sheets are available and easily accessible.

12. Check for cutting instruments that are dull, damaged or improperly stored.
13. Check for appropriate warning labels on mechanical equipment.
14. Check for mechanical equipment requiring maintenance or repairs.
15. Check for gas appliances requiring maintenance or repairs.
16. Check all exit signs and warning indicators.
17. Check suppression systems annually.

Time limit: Ongoing activity.

- **Eliminate safety hazards from work area.**

1. Remove any objects located where they could cause workers to trip or fall.
2. Clean up or temporarily cover all spills on floors and work surfaces.
3. Position pot handles so they face away from the front of cooktops.
4. Return fire extinguishers to designated locations.
5. Move combustible materials away from heat sources.
6. Move caustic or poisonous substances away from food preparation areas.
7. Store all cutting instruments properly.

Time limit: Varies with conditions.

- **Report safety violations to supervisor.**

1. Report missing fire extinguishers.
2. Check level of charge on fire extinguishers.
3. Report fire extinguishers with expired dates.
4. Report frayed electrical cords.
5. Report unlabeled or improperly labeled caustic or poisonous substances.
6. Report missing material safety data sheets.
7. Report mechanical equipment missing appropriate warning labels.
8. Report mechanical equipment requiring maintenance or repairs.
9. Report dull cutting instruments.
10. Report equipment with missing safety attachments.

Time limit: Ongoing activity.

FOLLOW ACCIDENT RESPONSE PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures, first aid training and the following:

First aid kit
Accident report and record forms
Instruction in filling out forms
Instruction in what to say to a guest who is injured

WORK TO BE PERFORMED

Follow company policy in administering first aid; complete accident reports and records.

PERFORMANCE CRITERIA

Each injured party is treated appropriately; accident report and record forms are completed correctly and accurately.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Follow company policy in administering first aid.**

  1. Determine degree of injury.
  2. Perform appropriate action to assist an individual who is choking.
  3. Determine whether an injured individual is in shock or bleeding excessively.

  Time limit: Varies with conditions.

- **Complete accident reports and records.**

  1. Fill in all information the forms require.
  2. Review forms for completeness and accuracy.
  3. Submit forms to the supervisor or other designated person.
  4. Discuss accident with the supervisor or other designated person to determine how such accidents can be prevented.

  Time limit: As required.

FOLLOW SECURITY PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Security checklist
Pen or pencil
Clipboard

WORK TO BE PERFORMED

Follow company loss prevention procedures; report suspicious circumstances to designated person.

PERFORMANCE CRITERIA

All conditions that could lead to theft or cause losses are eliminated or reported.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Follow company loss prevention procedures.**

  1. Store and secure supplies according to company procedures.
  2. Distribute supplies to authorized personnel only.
  3. Lock all doors that should be locked.

  Time limit: Ongoing activity.

- **Report suspicious circumstances to supervisor.**

  1. Report the presence of unauthorized individuals.
  2. Report evidence of tampering.

  Time limit: Ongoing activity.

FOLLOW SAFE FOOD HANDLING AND SANITATION PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Sanitation checklist
- Cleaning equipment
- Sanitizing agents labeled with safe handling instructions
- Transport cart
- Side towels
- Trays
- Material safety data sheets
- Storage procedures
- National and local health codes
- Cleaning supplies labeled with safe handling instructions
- Protective gloves
- Garbage can liners
- Drying racks
- Aprons
- Hairnets or hats
- Appropriate bags for items that can be recycled

WORK TO BE PERFORMED

Practice safe food handling techniques; clean and sanitize nondisposable items that come in contact with foods; clean and sanitize work area according to company schedule.

PERFORMANCE CRITERIA

All measures are taken to avoid food contamination or spoilage.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Practice safe food handling techniques.**

1. Identify and correct food safety violations.
2. Store food at proper temperatures and under appropriate conditions.
3. Cook food to proper temperatures.
4. Maintain proper food holding temperatures.
5. Cool cooked products within required time limits.
6. Comply with national and local health codes.
7. Handle raw meat, poultry, seafood and surfaces that come in contact with them in a manner that eliminates risk of contamination.
8. Discard any foods that show signs of spoilage or contamination.

Time limit: Ongoing activity.

- **Clean and sanitize nondisposable items coming in contact with foods.**

  1. Clean and sanitize glassware, dinnerware and flatware.
  2. Clean and sanitize cooking and baking utensils and equipment.

  Time limit: Ongoing activity.

- **Clean and sanitize work area according to company schedule.**

  1. Clean and sanitize work area windows, walls, floors and counters.
  2. Clean and sanitize equipment used to transport food.
  3. Clean and sanitize food preparation equipment.
  4. Clean, sanitize and line trash and garbage containers.
  5. Pick up and dispose of trash according to company procedures and local environmental requirements.
  6. Clean and sanitize dry food cabinets.
  7. Clean and sanitize refrigerated and freezer storage.
  8. Inspect for signs of rodents and insects.

  Time limit: Ongoing activity.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Cart
- Booster seats
- Vacuum cleaner
- Glasses
- Linens
- Waiting list
- Menus
- Telephone
- Braille menu
- Product promotion
- Server schedule
- Crayons and paper
- Wine lists
- Ashtrays
- Broom
- Silverware
- High chairs
- Seating chart
- China
- Lighter/matches
- Reservations list
- Wash towel
- Coat rack
- Menus - other language(s)
- Card
- Candles
- Table arrangements

WORK TO BE PERFORMED

Greet customer, maintain waiting list/reservation book and seating chart, and seat customers to their preference, accommodating any special needs.

PERFORMANCE CRITERIA

Appearance is professional and in accordance with dress code of the establishment; manner is friendly and welcoming to guests; organization and efficiency are used in coordinating customer seating. A sense of immediacy is displayed at all times. Customer comfort and convenience are ensured.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Verify table setup.**

1. At beginning of shift, set tables to establishment procedures.

Time limit for Step 1: Up to 30 minutes per station.

2. During the shift, check table setup for
   a. Cleanliness;
   b. Completeness of table setting, including linens;
   c. Cleanliness of condiments and level of stock;
   d. Proper arrangement and condition of table and chairs;
   e. Cleanliness of ashtrays in smoking areas;
   f. Cleanliness of menus;
   g. Comfortable setup for large group, if necessary;
   h. Clean and dry floor around table;
   i. Comfortable spacing from other tables.

3. Correct anything not up to specification and follow up.
4. When table setup is correct, notify host/hostess as required by establishment.

Time limit for Steps 2-4: 30 seconds to 2 minutes.

- **Greet customer.**

1. Smile at the customer; make eye contact.
2. Welcome customer to the restaurant with a personal, sincere, friendly greeting such as "Good morning/afternoon/evening/welcome."

Time limit: Ongoing activity.

- **Seat customer according to preference.**

1. Make introductions/greetings according to establishment procedures.
2. Determine customer's seating preferences.
3. Determine number in party; select appropriate server/station taking into account special requests such as smoking and nonsmoking.
4. Obtain appropriate number of menus for number in party.
5. Escort customer to table.
6. Interact with customer while walking to the table to show interest and to make him or her feel welcome; if a frequent customer, seat at "regular" table if possible.
7. If customer requests seating at another table/location, comply, if possible; communicate seating change to host/hostess.
8. Reconfirm that table is suitable for customer.
9. Pull out chairs to seat customer.
10. Assist with seating customer by helping with belongings, drinks, etc.
11. Open menus and place before customer.
12. If appropriate, follow establishment's procedures to inform customer of daily specials.

Time limit: Two minutes.

- **Accommodate customers with special needs.**

1. Identify customer who may need special accommodations.
2. Provide for special needs in an appropriate way, if requested by customer.
   a. For sight-impaired customer with no assistant:
      (1) Offer assistance to table.
      (2) Offer Braille menu when available, or determine categories of food likes and explain menu items.
      (3) Provide check information such as subtotal, tax and total.
      (4) Offer assistance when customer is ready to leave.
   b. For hearing-impaired customer with no assistant, speak directly to customer.
   c. For obese customer, offer more comfortable seating (such as an armless chair) if customer requests it.
   d. For customer in wheelchair or otherwise disabled:
      (1) Make appropriate accommodations.
      (2) Ask if further assistance or accommodations are needed.
   e. For non-English speaking customer not accompanied by English-speaking customer:
      (1) Determine customer's language.
      (2) Locate employee (if possible) who speaks the customer's language.
      (3) Offer menu in the customer's language, if available.
   f. For special dietary requests or needs (allergies, health problems, dieting or religious restrictions):
      (1) Advise customer whether request can be filled and, if not possible, suggest suitable alternative(s).
      (2) Reassure customer by checking with chef and reporting back.

g. For children:
   (1) Be alert to child's actions.
   (2) Offer special seating such as booster seat or high chair, when appropriate.
   (3) Request parent's permission to offer crayons, crackers or other items to keep child occupied.

Time limit: Up to 5 minutes, depending on customer's needs.

- **Maintain seating chart or map.**

1. Determine servers available and their work hours.
2. Select appropriate map based on number of servers.
3. Assign a server to each station, rotating per restaurant policy.
4. Stop seating customers for a particular server when the end of the shift is near.
5. Maintain headcount for equitable assignment of customers to servers/stations.

Time limit: Up to 15 minutes for initial assignments, depending on size and type of establishment; reassignments and adjustments as needed on ongoing basis.

- **Coordinate seating between host/hostess and busser.**

1. Coordinate seating capacity by using waiting lists/reservations.
   a. Identify tables as they become available.
   b. Communicate information to host/hostess/busser.

Time limit: 30 seconds.

2. Organize tables for immediate seating.
   a. Identify specific tables for immediate occupancy.
   b. Communicate information to busser.

Time limit: 1 minute.

- **Maintain waiting list according to establishment's procedures.**

1. Review waiting list and seating map for open tables that will accommodate number of customers in party.
2. If necessary, apologize and explain establishment's procedures for waiting customers.
3. Ask customers if they would like to be put on the waiting list.
4. Remove customers' names from waiting list after they have been seated.

Time limit: Initial customer contact within 30 seconds.

- **Address customer complaints.**

1. If complaint can be handled by host/hostess, acknowledge situation, take appropriate action and inform appropriate personnel.
2. If complaint cannot be handled by host/hostess, acknowledge situation and refer matter to manager.

Time limit: 2 minutes.

- **Provide directions within facility.**

1. Determine what destination customer desires.
2. Direct customer to destination, take customer yourself, or have someone else take customer if necessary.

Time limit: 30 seconds.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Cart
- Glasses
- Menus
- Product promotion cards
- Table arrangements
- Broom
- Seating chart
- Reservations list
- Menus - other language(s)
- Paper
- High chairs
- Lighters/matches
- Silverware
- China
- Wash towel
- Candles
- Ashtrays
- Vacuum cleaner
- Waiting list
- Braille menu
- Crayons
- Booster seats
- Linens

WORK TO BE PERFORMED

Ensure that all dining area stations are set up according to company specifications before the dining area opens; ensure that dining area stations are properly maintained during operating hours.

PERFORMANCE CRITERIA

All stations are ready for customers.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Ensure that all dining area stations are set up according to company specifications before the dining area opens.**

  1. Ensure that tables and seating are properly arranged.
  2. Ensure that dining area stations are properly maintained during operating hours.

  Time limit: About 30 minutes per station.

- **Ensure that dining area stations are properly maintained during operating hours.**

  1. Check tables and surrounding areas for
     a. Cleanliness of table surface;
     b. Completeness of table settings, including linens;
     c. Level of stock of table item;
     d. Proper arrangement and condition of tables and chairs.

e. Cleanliness of ashtrays in smoking areas;
f. Cleanliness of menus;
g. Appropriate setups for large groups, if needed;
h. Cleanliness of floor areas around tables.

2. Correct any elements that do not meet specifications, or notify busser and follow up.
3. Notify host/hostess when stations meet specifications.

Time limit: 30 seconds to 2 minutes per table.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Telephone
- Serviceware
- Reservation book
- Disposable containers
- Tray
- China
- Facility map
- Waiting list
- Menu
- Condiment packets
- Phone directory
- Food bags
- Point-of-sale equipment
- Silverware
- Seating chart
- Order/check
- Server schedule
- Specialty list

WORK TO BE PERFORMED

Answer phones, take reservations, assemble carry-out orders and keep facilities safe and orderly.

PERFORMANCE CRITERIA

Customers and other employees are given attention and assistance; customers are given friendly and helpful treatment on the phone and in the establishment; reservations are taken and maintained accurately; co-workers are assisted as needed.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Relocate or remove unsafe objects.**
  1. Continually check dining area for hazards (e.g. food or liquid on the floor, broken glasses, spilled drinks, objects blocking walkways).
  2. Using appropriate materials, remove hazard(s) as quickly as possible or move obstacle.
  3. Maintain all chemicals (cleaning supplies, etc.) in designated area away from food.

  Time limit: Initial response within 30 seconds.

- **Answer phone.**
  1. Thank caller for calling or say, "Good morning, afternoon, evening." Identify establishment.
  2. Identify yourself.

3. Ask caller, "How may I help you?"
   a. If for reservations or waiting list, confirm caller has called correct location; take and confirm information.
   b. If for employee, take message or route call depending on establishment's policy.
   c. If for customer, place caller on hold and locate customer.
   d. If for information or special request (e.g. menu items, birthday cake, wine, flowers, specific server, personal check request, etc.) accommodate the customer, if possible.

- **Take reservations.**

1. Enter date and determine availability.
2. Obtain remaining information from customer (e.g. name, time, number in party, smoking/nonsmoking preference).
3. Determine any special requests (e.g. pre-order, seating preference).
4. Relay any special information the customer may require (e.g. dress code).
5. Confirm information, thank customer for calling and ask him or her to inform establishment of any changes.
6. Ask caller to check in upon arrival.

Time limit: 1 1/2 minutes.

- **Assemble carry-out order.**

1. Place order with kitchen and specify take-out.
2. Prepare any items that kitchen staff does not prepare.
3. Assemble finished order and place food and drink items in a bag.
4. Add required condiments.
5. Double-check to ensure order is correct and complete.
6. Notify customer when order is complete and close the order.

Time limit: 1 - 5 minutes.

MAINTAIN BUS STATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Side stand
- Silverware
- Tablecloth and napkins
- Bus tray
- Centerpiece(s)
- Bus stand
- Tray jack
- Trash can
- Broom
- Serving dishes
- Ice buckets
- Detergent
- Mop
- Coffee pot
- Condiment trays
- Silverware tray
- Wash towels
- Bus tubs
- Cart
- Trash can holder
- Carpet sweeper/vacuum
- Dustpan
- Pitchers
- "Wet Floor" signs
- Pail

WORK TO BE PERFORMED

Prepare bus station and customer tables, refill customers' glasses, clear table during and after customers' meals, clean the bus station at end of shift.

PERFORMANCE CRITERIA

Appearance is professional and is in accordance with the dress code of the establishment; manner is friendly; speed, efficiency and alertness are used when setting, clearing and cleaning tables and surrounding areas.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare and maintain station for service.**

  1. Load bus station/side stand according to establishment's policy.
  2. Ensure initial cleanliness and order of station and maintain throughout shift.
  3. Clean and close station at the end of shift as directed.

  Time limit: 15 minutes to 1/2 hour.

- **Prepare tables.**

  1. Arrange tables and chairs according to directions.
  2. Wipe down tables and chairs.
  3. Check floor under and around table and clean up debris.
  4. Place linens, chinaware, silverware and glassware, as needed, at each setting.

  Time limit: 15 minutes to 1/2 hour for initial setup, 3 - 5 minutes for resetting.

- **Fill and refill customers' glasses.**

  1. Fill water glasses when customers are seated.
  2. Replenish beverages during meal (water, tea, coffee, etc.). Refill when server delivers food or when glasses are less than 1/2 full.

  Time limit: 15 seconds per item.

- **"Pre-bus" tables (clear dishes while customer is still seated at table).**

  1. Determine items which need to be removed from the table, asking politely.
  2. Clear used dishes from table unobtrusively.
  3. For larger groups, set a stand and tray near the table or remove soiled dishes to tray at side stand.
  4. Return dishes to warewashing area.

  Time limit: 20 seconds for clearing each setting.

- **Clear and reset tables (after customer has departed).**

  1. Place tray on side stand or tray jack near the table.
  2. Remove high chairs and boosters to appropriate storage.
  3. Place remaining dishes and silverware on tray.
  4. Wipe down table or change table cover, and wipe down chairs.
  5. Check floor under and around table, and clean up debris.
  6. Take tray to kitchen and tray jack to appropriate storage.
  7. Reset table using clean set-ups, condiments and centerpiece as appropriate.

  Time limit: 2 - 3 minutes.

- **Transport bus tubs and trays.**

  1. Take the full tub/tray to warewashing area when bus tub/tray becomes full.
  2. Replace bus tub or tray with clean one.

  Time limit: 1 - 2 minutes.

ADDRESS CUSTOMER NEEDS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Tray
- System total report
- Credit card processor
- Customer receipt
- Checkout sheet
- Transaction statement
- Intercom
- Deposit report sheet
- Order form
- Money box
- Point-of-sale equipment

WORK TO BE PERFORMED

Address customer needs by greeting them, thanking them for their business, resolving complaints, addressing special needs and processing orders given at the counter or the drive-up window.

PERFORMANCE CRITERIA

Appearance is professional; manner is friendly, accommodating and attentive to details.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Address customer complaints.**

  1. Acknowledge situation.
  2. Take appropriate action or inform the appropriate personnel (i.e. manager) if necessary.

  Time limit: 2 minutes.

- **Accommodate customer's special needs as requested.**

  1. Determine assistance required.
     a. Assist customer.
     b. Check back with customer to ensure satisfaction.

  Time limit: Up to 5 minutes depending on customer's needs.

- **Assemble carry-out order.**

  1. Place order with kitchen and specify take-out.
  2. Prepare any items the kitchen staff does not prepare.
  3. Assemble finished order and place food and drink items in a bag.
  4. Add required condiments.
  5. Double-check to ensure order is correct and complete.
  6. Notify customer when order is complete and close the transaction.

  Time limit: 1 - 5 minutes.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Check
- Check presenter
- Credit card processor
- Point-of-sale equipment
- Transaction report
- Room charge receipt
- Order form
- Over-ring log

WORK TO BE PERFORMED

Present check to customer and collect payment; process room service orders; maintain and balance cash transactions.

PERFORMANCE CRITERIA

Appearance is professional; manner is friendly and attentive to detail; financial transactions are completed in a quick, efficient and accurate manner.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Present check and collect payment.**

  1. At conclusion of service, ask customer if anything else is needed.
  2. Place check in check presenter and verify accuracy.
  3. When delivering check to table, thank customer, place check in the center of the table (unless someone asks for check or makes a motion to take the check).
  4. Indicate how/where to make payment (e.g. cashier, server). If server is to receive payment, return to table when customer indicates he/she is ready to pay.
  5. Process credit card voucher or make change (if lodging operation, run hotel charge) and apply all discounts when appropriate.
  6. Return voucher, receipt and/or change to customer.
  7. Thank customer; ask if there is anything else you can do and bid them farewell.

  Time limit: 30 seconds to 2 minutes.

- **Process room service order.**

  1. Deliver order to cashier.
  2. Price/itemize check, which can include delivery, individual items, gratuity, tax, etc.
  3. Deliver order and check to customer.
  4. Return check to cashier with customer signature.
  5. Return receipt (if requested) and card (if necessary) to customer.
  6. Ensure server receives gratuity, if appropriate.
  7. Post the charge in main hotel system.

  Time limit: Within 30 minutes.

- **Maintain and balance cash transactions.**

  1. Count cash bank prior to beginning of shift and verify accuracy.
  2. At the end of the day's transactions, separate cash, checks, voids, discounts, gift certificates, etc.
  3. Remove everything except starting bank (cash pay outs + bank balance = total bank), if retaining bank for next shift.
  4. Total the tender/cash for deposit/turn-in.
  5. Verify deposit/turn-in with system total/report and complete cashier's checkout sheet/turn-in report, if required.
  6. Prepare the deposit/turn-in for verification by management/accounting.

  Time limit: 20 minutes.

MAINTAIN COUNTER AND SERVICE AREA.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Towels
Cleaning materials
Napkin dispenser

WORK TO BE PERFORMED

Stock counter and clean service area.

PERFORMANCE CRITERIA

Appearance is professional; speed, efficiency and detail-orientation ensure that supplies are kept in stock and service area is kept clean.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Stock front line (counter).**

  1. Replenish supplies at bar/counter/cart (i.e., cups, trays, condiments, coffee, etc.).

  Time limit: Ongoing activity.

- **Clean service area as directed.**

  1. Wipe down service counters and coffee counter.
  2. Change napkins, if required.

  Time limit: 2 - 3 minutes.

SERVE CUSTOMERS AT THE TABLE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Order book
- Serving tray
- Tray jack
- Promotion display board
- Ingredient fact sheet(s)
- Place mats/linens
- Wine stand
- Garnish tray
- Beer/wine list
- Order spindle
- Menus
- Utensils
- Side towel
- Point-of-sale equipment
- Survey forms or suggestion box
- Product promotion card
- Corkscrew
- Current state ID book
- Candles

WORK TO BE PERFORMED

Take the customer's order; anticipate and meet any needs or questions the customer has; promote restaurant products and specials; recommend wines and beer, check identification of customers who order alcohol; ensure the proper temperature and presentation of food and drinks; serve food and drinks; clear the table.

PERFORMANCE CRITERIA

Appearance is professional. Good sales and promotion techniques are used; speech is clear and distinct; manner is friendly and attentive; attention is given to details; there is speed and efficiency when taking and placing orders; communication is maintained with kitchen staff; a sense of urgency is displayed at all times.

Time limit: Determined by needs of guest, type of service, type of establishment and time of day; however, service should always meet expectations and needs of customers and guidelines set by management.

Initial contact with and greeting of customer should occur within two minutes.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Assess and anticipate customer's needs.**
  1. Remain attentive to all customers in your station; look for signals of service requirements throughout meal.
  2. Determine customer needs for next course, pre-bussing, beverage refill, check or additional service.
  3. Provide required/requested service.

- **Take and place beverage orders.**
  1. Offer beverage selections.
  2. If an alcoholic drink is ordered, assess customer's initial level of intoxication.
  3. Suggest special drinks or beverages based on customer assessment.
  4. Take order and place with bartender.
- **Verify customer identification.**
  1. If customer requests an alcoholic beverage:
     a. Check identification (according to establishment policy) of everyone in the party who is of questionable age.
     b. Examine identification:
        (1) Verify photo is that of customer.
        (2) Verify date of birth.
        (3) For identifications in question, compare to ID guidebook.
     c. Thank customer and return identification.
  2. If using employee discount:
     a. Ask for employee ID.
     b. Verify ID is valid.
  3. If customer requests a room charge (in a lodging operation):
     a. Ask customer for identification card or room key.
     b. Immediately verify validity of card or key.
- **Communicate daily specials and changes.**
  1. Participate on taste panel to familiarize self with seasoning, cooking method, taste, etc., of special items.
  2. Explain to customer the specials for the day (i.e., soup, catch-of-the-day).
  3. Provide cost for specials, if appropriate.
  4. Answer any questions the customer may have.
- **Communicate ingredients of menu items.**
  1. Become familiar with specific ingredients of all menu items.
  2. If customer requests information about ingredients (e.g., if spicy or hot), provide information.
- **Suggest and promote products.**
  1. If possible, participate on a taste panel to acquire first-hand experience with various menu items' taste and visual effect; be able to accurately describe each one.
  2. If customer asks for recommendations:
     a. Ask questions to determine customer's preferences in food.
     b. Recommend what you feel would satisfy the customer or recommend one of your personal favorites, if appropriate.
  3. Allow customer to make a decision.
- **Serve beer, drinks and beverages.**
  1. Observe service bar to see if order is ready.
  2. Garnish order (toothpick/skewers/fruit) based on company standards. Add stir-stick and pick up cocktail napkins.
  3. Obtain other beverages.
  4. Deliver beverage order.
- **Take and place customer orders.**
  1. If dining room service:
     a. Ask if separate checks are needed, according to establishment policy.
     b. Ask if customers have questions or are ready to order.
     c. Answer any questions they have.

d. Take order, including special requests.
e. Enter order into computer or write a food check and deliver to checker/cashier/kitchen/expediter for processing.

2. If room service (lodging operation):
   a. Greet customer and identify yourself.
   b. Take call to process order, then give selection information.
   c. Take and confirm the order (including special requests).
   d. Deliver order to checker/cashier for processing.

- **Recommend wines table-side.**

1. In fine dining establishment, after greeting the customers and describing the specials, ask if customer will be ordering wine with the meal.
2. If customer shows special interest in wine or if requested, present the reserve wine list.
3. Follow the wine service policies of the establishment.

- **Assess customer's level of intoxication, if necessary.**

1. Continually observe attitude changes, body language, speech, disruptive (loud, obnoxious) behavior.
2. Report intoxication to management for final decision.

- **Prepare food arrangement.**

1. Arrange pre-set food items such as condiments or garnish on plate or bowl as required for presentation.

- **Inspect quality of order/service area before serving.**

1. Prior to customer order delivery, garnish and check completeness and quality of all food.

- **Deliver food and additional drinks to customer.**

1. Serve courses and beverages; keep customers at same table on same course, if possible; strive to time the appetizer, soup and salad so entrees are served at the same time.
2. Replenish utensils as needed.
3. Take dessert orders and offer coffee, milk and water.
4. Serve coffee, desserts and cordials.

- **Clean and clear customer table.**

1. Between courses, clear all items no longer necessary; remove everyone's dishes at the same time.
2. Put all items on a tray in organized fashion for safe transportation to dishwashing area.
3. Remove crumbs and trash from table; spot sweep as necessary.
4. Ensure that at conclusion of dining experience all that remains is water glass, beverage glass and napkin.

- **Assess customer satisfaction.**

1. Offer customer the opportunity to provide feedback, i.e., surveys, suggestion box or ask, "How was your meal?"
2. Be open to comments from customers throughout the meal.
3. Strive to improve service/equipment, using results from customer input.
4. File letters and comments for future reference.
5. Communicate customer comments, both positive and negative, to management.

MAINTAIN STOCK OF SUPPLIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Dishwashing machine
- Center brush
- Mounted wash towel
- Dishwashing detergent
- Spoons
- Sanitizer
- Temperature strips
- Clean towel
- Drain rack
- Coffee
- Assignment schedule
- Funnel
- Wash towel
- Serving tray
- Bus pan
- Sanitizer strips
- Vinegar/cleaning solution
- Cart
- Coffee machine
- Coffee filters

WORK TO BE PERFORMED

Wash and sanitize glassware; stock condiments and other necessary supplies; return necessary items and equipment to storage at end of shift.

PERFORMANCE CRITERIA

Stock levels are maintained, supplies are stocked quickly and efficiently, proper storage and sanitation procedures are followed, a sense of urgency is displayed at all times.

Elements must be performed quickly enough to maintain adequate supplies.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Wash and sanitize glassware.**

1. Wash and sanitize glasses using dishwasher.
   a. Place glasses upside down in rack.
   b. Place full rack on moving dishwasher belt.
   c. As glasses emerge, check each to ensure it is clean.
   d. Let glasses drain in rack.
   e. Return drained/dry glasses to storage for use.
   f. Maintain temperature in accordance with local codes.
2. Manually wash/sanitize glasses.
   a. Invert glass over center brush in dishwashing detergent sink and rotate back and forth.
   b. Submerge glass in hot water sink.
   c. Submerge glass in sink with sanitizing liquid.
   d. Set glass on mat/rack to drain.
   e. Return drained/dry glasses to storage for use.
   f. Maintain levels of sanitizer according to local codes.

- **Stock server line and stand.**
  1. Determine and complete station requirements/assignments for side work (specific additional duties).
  2. Monitor side work at all times to ensure stock is always present.
  3. Replenish stock from dish room as it becomes available.
- **Prepare condiments for shift.**
  1. Prior to shift, fill and clean all salt and pepper shakers, pepper mills, sugar bowls, sauces and condiments for station.
- **Return items and equipment to storage.**
  1. Send all serviceware, silverware and china to kitchen for washing and drying.
  2. Return all perishable food items left from service to the chef and return non-perishables to storage.
  3. After drying, return serviceware, china and silverware to assigned storage areas.
  4. Store equipment, furnishings and decorations for future use.
- **Operate coffee machine.**
  1. Obtain all products/equipment needed, i.e., filter, coffee grounds, coffee pot, scoop; and ensure equipment is ready for use.
  2. Operate machine according to manufacturer's instructions.
  3. At the end of use, clean and prepare for next shift/use.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Menus
Recipes
Food orders

WORK TO BE PERFORMED

Meet customer expectations; meet company quality standards.

PERFORMANCE CRITERIA

Customers receive food and service that meets the quality level they expect and that meets the company's quality standards.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Meet customer expectations.**

  1. Prepare foods that maintain the flavor quality customers expect from the establishment.
  2. Prepare foods that have the appearance customers expect from the establishment.

  Time limit: Ongoing activity.

- **Meet company quality standards.**

  1. Follow company food preparation guidelines and quality standards for
     a. Ingredients,
     b. Preparation time,
     c. Preparation method,
     d. Coordination of food orders,
     e. Taste,
     f. Texture,
     g. Color,
     h. Serving temperature,
     i. Portion size.
  2. Follow company guidelines for appearance, including
     a. Plates, glassware and utensils used for specific dishes;
     b. Arrangement of food on the plate;
     c. Garnishing.

  Time limit: Ongoing activity.

FOLLOW INVENTORY PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Inventory checklist
- Orders/requisitions
- Food wrap
- Labeling tape
- Transportation cart
- Pen or pencil
- Clipboard
- Scale
- Markers
- Completed purchase orders/ requisitions

WORK TO BE PERFORMED

Inventory dinnerware, glassware, flatware and other nonfood items; inventory food supplies and beverages.

PERFORMANCE CRITERIA

All food and nonfood items are counted accurately; supplier deliveries are checked against purchase orders/requisitions and shortages are reported; new supplies are stored in a manner that ensures proper rotation.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Inventory dinnerware, glassware, flatware and other non-food items.**

  1. Count existing supplies and report result to supervisor.
  2. Receive new supplies, check against purchase orders/requisitions and report discrepancies to supervisor.
  3. Store new supplies.

  Time limit: Varies with conditions.

- **Inventory food supplies and beverages.**

  1. Count existing supplies and report result to supervisor.
  2. Receive new supplies, check against purchase orders/requisitions and report result to supervisor.
  3. Store new supplies at appropriate temperatures and in a manner that assures proper stock rotation.

  Time limit: Varies with conditions.

OPERATE FOODSERVICE EQUIPMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Equipment manuals
Knife sharpener or steel and tools
Company operating procedures

WORK TO BE PERFORMED

Use equipment safely and efficiently to reduce equipment problems; prevent and provide for equipment problems.

PERFORMANCE CRITERIA

Knives and tools are properly sharpened and stored; machine safety guards are in place; all equipment is in proper working order.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Use equipment safely and efficiently to reduce equipment problems.**

  1. Wear appropriate work clothing.
  2. Use knives and tools properly, including selecting the appropriate knife or tool for the task.
  3. Follow operating instructions for mechanical equipment.

  Time limit: Ongoing activity.

- **Prevent and provide for equipment problems.**

  1. Keep knives sharp and store them properly.
  2. Follow preventive maintenance procedures for mechanical equipment.
  3. Follow contingency plans for equipment breakdowns or malfunctions.

  Time limit: Ongoing activity.

PREPARE HOT AND COLD SANDWICHES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Recipes
- Portion scale
- Sandwich picks
- Slicer
- Spreader
- Tongs
- Cutting board
- Grill
- Food items
- Wax paper squares
- Knives
- Spatula
- Ladle
- Toaster
- Plates or serviceware

WORK TO BE PERFORMED

Prepare hot and cold sandwiches.

PERFORMANCE CRITERIA

Sandwiches contain accurate portions of all ingredients, hold together and are neatly arranged and garnished according to standard recipes.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare hot and cold sandwiches.**

1. Cook and assemble ingredients according to standard recipes.
2. Assemble ingredients on bread slice or bottom half of cut roll and top with second bread slice or top half of roll.
3. Arrange cold sandwich and garnish on chilled plate.
4. Arrange hot sandwich on appropriate serviceware and add garnish, if necessary.

Time limit: Cold Sandwich—up to 1-1/2 minutes.
Hot Sandwich—up to 3 minutes or as recipe dictates.

PREPARE FOODS FOR BREAKFAST.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Recipes
Utensils
Pots and pans
Grill
Warmed plates
Ingredients
Mixing bowls
Toaster
Waffle maker

WORK TO BE PERFORMED

Cook various egg dishes, hot cereals and meats; prepare quickbreads; grill or pan-fry potatoes; and toast breads.

PERFORMANCE CRITERIA

All prepared dishes look attractive and are carefully arranged on the plate. Eggs have proper consistency and temperature. Hot cereals have appropriate consistency. Quickbreads have desirable color, flavor and texture. Meats and potatoes are cooked according to standard recipes for proper color, appearance and temperature. Bread slices and English muffins are evenly toasted.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Cook various egg dishes.**

  1. Boiled
  2. Fried
  3. Poached
  4. Baked
  5. Scrambled
  6. Omelets

  Time limit: Individual portions—2 - 3 minutes.

- **Cook hot cereals.**

  Time limit: 2 - 3 minutes or as recipe dictates.

- **Prepare quickbreads.**

  1. Waffles
  2. Pancakes
  3. French toast

  Time limit: Individual portions—2 - 3 minutes.

- **Cook meats.**

  1. Sausage links and patties
  2. Hash
  3. Ham
  4. Bacon
  5. Canadian bacon
  6. Steak

  Time limit: 8 - 10 minutes.

- **Grill or pan-fry potatoes.**

  1. Hash browns
  2. American fries
  3. Cottage fries

  Time limit: Up to 30 minutes.

- **Toast breads.**

  1. Sliced bread
  2. English muffins
  3. Bagels

  Time limit: 1 - 3 minutes.

PREPARE A VARIETY OF SALADS AND SALAD DRESSINGS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Recipes
- Knives and hand tools
- Vegetable brush
- Chopping, slicing and grating equipment
- Plastic wrap
- Ingredients
- Vegetable peeler
- Mixing bowls
- Gelatin molds
- Chilled plates

WORK TO BE PERFORMED

Prepare salads; prepare emulsified and nonemulsified salad dressings and other cold sauces.

PERFORMANCE CRITERIA

Ingredients are clean and have good color and texture; dressings are prepared according to specifications and held at appropriate temperatures.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare salads.**

  1. Prepare fruit salads.
  2. Prepare gelatin salads.
  3. Prepare leafy green salads.
  4. Prepare compound salads, such as vegetable, seafood and pasta.
  5. Prepare cold garnishes.

  Time limit: 5 minutes to 2 hours or as recipe dictates.

- **Prepare emulsified and non-emulsified salad dressings and other cold sauces.**

  Time limit: 10 - 30 minutes.

PREPARE AND COOK FRUITS AND VEGETABLES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Recipes
- Vegetable peeler
- Knives and hand tools
- Chopping, slicing and pureeing equipment
- Pots and pans
- Ingredients
- Vegetable brush
- Cutting board
- Measuring utensils
- Various cooking appliances
- Serviceware

WORK TO BE PERFORMED

Prepare and cook raw fruits and vegetables by various methods.

PERFORMANCE CRITERIA

Fruits and vegetables are clean and free of blemishes and retain their color; ingredients are uniformly cut and cooked to proper doneness to ensure desired texture and flavor.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare and cook raw fruits by various methods.**
  1. Wash, trim and cut raw fruits.
  2. Cook fruits by using various methods:
     a. Steaming
     b. Broiling
     c. Baking
     d. Poaching
     e. Sautéing
     f. Deep-frying
  3. Marinate fruits.
  4. Puree fruits.

  Time limit: 5 - 30 minutes or as recipe dictates.

- **Prepare and cook raw vegetables by various methods.**
  1. Wash, trim and cut raw vegetables.

2. Cook vegetables using various methods:
   a. Steaming
   b. Boiling
   c. Grilling
   d. Broiling
   e. Sautéing
   f. Deep-frying
   g. Baking
   h. Poaching
   i. Stir-frying
   j. Braising
   k. Glazing
3. Marinate vegetables.
4. Puree vegetables.
5. Prepare vegetable casseroles.

Time limit: 5 minutes to 1 hour or as recipe dictates.

PREPARE YEAST-RAISED PRODUCTS AND QUICKBREADS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Recipes
- Scales
- Ingredient scoops
- Bowls
- Pans
- Deep-fat fryer
- Baker's peel
- Timer
- Ingredients
- Liquid and dry measures
- Utensils
- Mixer with attachments
- Kettle
- Proof box
- Cooling racks
- Oven

WORK TO BE PERFORMED

Prepare yeast-raised products; prepare quickbreads.

PERFORMANCE CRITERIA

Products meet standards for taste, texture, shape, size and color.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare yeast-raised products, including:**
  1. Yeast-raised sweetdough products such as rolls, coffee cakes and Danish pastries
  2. Fried yeast-raised products such as doughnuts and rolls
  3. Yeast-raised bread dough products such as breads and rolls
  4. Yeast-raised specialty products such as bagels, pretzels and pizzaś

  Time limit: 30 minutes to 4 hours or as recipe dictates.

- **Prepare quickbreads including:**
  1. Muffins
  2. Pan breads such as cornbread
  3. Baking powder biscuits
  4. Popovers
  5. Fried breads such as fritters

  Time limit: Up to 45 minutes or as recipe dictates.

PREPARE AND COOK STARCH PRODUCTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Recipes
- Pots and pans
- Knives and utensils
- Cooking appliances
- Ingredients
- Colanders
- Dry and liquid measures

WORK TO BE PERFORMED

Cook grains and cereal products; prepare and cook pastas; prepare and cook bread dressings and cereal products such as dumplings and baked pasta dishes.

PERFORMANCE CRITERIA

Starch dishes are cooked according to standards for color and texture.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Cook grains and cereal products by**

  1. Baking,
  2. Boiling, or
  3. Steaming.

  Time limit: Up to 2 hours or as recipe dictates.

- **Prepare and cook pasta.**

  Time limit: 20 minutes to 2 hours or as recipe dictates.

- **Prepare and cook bread dressings and cereal products such as dumplings and baked pasta dishes.**

  Time limit: 20 minutes to 2 hours or as recipe dictates.

PREPARE STOCKS, SOUPS AND SAUCES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Recipes	Ingredients
Blender	Stockpot
Roasting pan	Utensils
Cheesecloth	Strainer
Cooking equipment	Bain-marie
Thermometer	Serviceware

WORK TO BE PERFORMED

Prepare stocks, soups and sauces.

PERFORMANCE CRITERIA

Stocks are clear and free of fat and have fresh flavor. Soups have appropriate consistency for their type. Sauces have proper consistency and texture. Soups and sauces are properly cooked, served at appropriate temperatures and stored correctly.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare stocks.**

  1. Prepare convenience stock.
  2. Prepare brown stock.
  3. Prepare white stock for veal, chicken and fish.

  Time limit: 30 minutes to 16 hours or as recipe dictates.

- **Prepare soups.**

  1. Prepare convenience soups such as canned, frozen and dehydrated types.
  2. Prepare clear soups such as consommé and broth.
  3. Prepare thick soups such as legume, vegetable, cream and bisque.
  4. Prepare cold soups such as vichyssoise and fruit soups.

  Time limit: 10 minutes to 3 hours or as recipe dictates.

- **Prepare sauces.**

  1. Prepare various thickening agents, including
     a. White roux,
     b. Brown roux,
     c. Slurry.
  2. Deglaze a pan.
  3. Prepare sauces made by reduction such as demi-glacé and tomato sauce.
  4. Prepare sauces made with thickening agents such as velouté, béchamel and espagnole.
  5. Prepare emulsified sauces such as hollandaise and butter.
  6. Prepare specialty sauces.

  Time limit: 5 minutes to 2 hours or as recipe dictates.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Recipes	Ingredients
Dry and liquid measures	Utensils
Sifter	Blender, mixer or food processor
Mixing bowls	Pastry bag with various tips
Baking pans	Saucepans
Various molds	Various cutters
Rolling pin	Cake tester
Wire racks	Ice-cream scoop
Double boiler	Thermometer
Cooking equipment	Scale
Timer	Oven mitts
Refrigeration equipment	Oven
Double boiler	Dessert dishes

WORK TO BE PERFORMED

Prepare desserts, various types of cookies, pies, cakes, icings, fillings and toppings.

PERFORMANCE CRITERIA

Baked goods are prepared to recipe standards for flavor, texture and color. Frozen desserts, custards, icings and fillings have desired consistency.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare desserts.**

1. Prepare frozen desserts, including
   a. Ice creams,
   b. Ices,
   c. Sorbets,
   d. Gelatos.
2. Prepare gelatin desserts.
3. Prepare custards.
4. Prepare puddings.
5. Prepare mousses.
6. Prepare dessert soufflés.
7. Prepare dessert crepes.

Time limit: 20 minutes to 2 hours or as recipe dictates.

- **Prepare various types of cookies.**

  1. Hand-cut.
  2. Machine-cut.
  3. Drop.
  4. Refrigerator.
  5. Spritz (pastry bag).

  Time limit: Up to 1-1/2 hours or as recipe dictates.

- **Prepare pies.**

  1. Prepare pie doughs.
  2. Prepare fruit-filled pies.
  3. Prepare custard and cream-filled pies.
  4. Prepare crumb-crust pies.

  Time limit: 5 minutes to 4 hours or as recipe dictates.

- **Prepare cakes, icings, fillings and toppings.**

  1. Prepare sponge-type cakes such as angel food and chiffon.
  2. Prepare batter cakes such as white, chocolate, yellow, spice, marble, carrot and German chocolate.
  3. Prepare ice cream cakes.
  4. Prepare cheesecakes.
  5. Prepare tortes.
  6. Prepare icings (frostings) including
     a. Buttercream,
     b. Cooked,
     c. Meringue and royal (hard consistency).
  7. Prepare fillings and toppings including
     a. Whipped cream,
     b. Meringue,
     c. Marshmallow,
     d. Fruit,
     e. Custard,
     f. Chiffon.
  8. Prepare dessert sauces.

  Time limit: 30 minutes to 4 hours or as recipe dictates.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Recipes
- Garnishes
- Utensils and tools
- Meat thermometer
- Roasting pans
- Casseroles
- Cooking appliances
- Steel mitt
- Cutting board
- Ingredients
- Serviceware
- Knives
- Broiler
- Sauté pans
- Deep-fat fryer
- Oven mitts
- Cooking appliances
- Scale

WORK TO BE PERFORMED

Prepare meats such as beef, pork, veal, lamb and prefabricated meats; prepare poultry; prepare fish; prepare shellfish.

PERFORMANCE CRITERIA

Products are properly fabricated and cooked to desired degree of doneness with good color and texture. Coatings are uniform. Internal temperatures meet guidelines and shrinkage is minimal.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare meats such as beef, veal, pork, lamb and prefabricated meats.**

1. Portion meat cuts appropriately.
2. Tenderize meats.
3. Marinate meats.
4. Cook meats using various methods:
   a. Broiling
   b. Deep-frying
   c. Pan-frying
   d. Grilling
   e. Baking
   f. Roasting
   g. Barbecuing
   h. Sautéing
   i. Stewing
   j. Braising
   k. Simmering

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Time limit: 15 minutes to 2 hours or as recipe dictates.

- **Prepare poultry.**

  1. Portion poultry cuts appropriately.
  2. Cook poultry by using various methods:
     a. Baking/roasting
     b. Broiling
     c. Barbecuing
     d. Pan-frying
     e. Deep-frying
     f. Sautéing
     g. Stewing
     h. Braising
     i. Simmering

  Time limit: 10 minutes to 15 hours or as recipe dictates.

- **Prepare fish.**

  1. Clean, trim and portion fish.
  2. Cook fish by various methods:
     a. Baking
     b. Broiling
     c. Barbecuing
     d. Pan-frying
     e. Deep-frying
     f. Sautéing
     g. Poaching
     h. Grilling

  Time limit: Up to 1 hour or as recipe dictates.

- **Prepare shellfish.**

  1. Clean, peel and open shellfish.
  2. Cook shellfish by various methods:
     a. Baking
     b. Broiling
     c. Pan-frying
     d. Deep-frying
     e. Sautéing
     f. Poaching

  Time limit: Up to 30 minutes or as recipe dictates.

COORDINATE FOOD ORDERS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Menus
- Food preparation schedule forms
- Recipes
- Ingredients
- Serviceware
- Food orders
- Menu slips or tray cards
- Files on substitutions
- Equipment
- Trays

WORK TO BE PERFORMED

Coordinate restaurant food orders; coordinate institutional food orders.

PERFORMANCE CRITERIA

Food orders are ready promptly and courses are served at appropriate times.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Coordinate restaurant food orders.**

  1. Receive food orders.
  2. Schedule preparation of food items.
  3. Arrange food items on serviceware.
  4. Expedite food to server/customer.
  5. Tally menu items.
  6. Make food item adjustments, if necessary.
  7. Plan use of leftovers.

  Time limit: 2 - 20 minutes per course or as recipe dictates.

- **Coordinate institutional food orders.**

  1. Determine meal census.
  2. Prepare foods for special diets.
  3. Portion foods on serviceware.
  4. Arrange trays.
  5. Prepare menu slips or tray cards.
  6. Prepare meals for delivery.
  7. Plan use of leftovers.

  Time limit: 2 to 20 minutes per order or as recipe dictates.

FOLLOW COMPANY PROCEDURES FOR TIME AND MOTION EFFICIENCY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction in company procedures and the following:

- Recipes
- Ingredients
- Equipment
- Food orders
- Utensils

WORK TO BE PERFORMED

Set up workstation for efficiency; employ economy of time and motion in all operations.

PERFORMANCE CRITERIA

All food is prepared within specified time limits.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Set up workstation for efficiency.**

  1. Arrange utensils and equipment within easy reach and in order of use.
  2. Arrange ingredients within easy reach and in order of use.

  Time limit: Ongoing.

- **Employ economy of time and motion in all operations.**

  1. Perform all operations according to company procedures.
  2. Avoid unnecessary movements.
  3. Interact efficiently with other staff members.

  Time limit: As recipe dictates.

FOLLOW COST CONTROL PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Portion specifications
Procedure manuals
Job instruction guides

WORK TO BE PERFORMED

Check for wasted food and supplies; monitor operations for appropriate work area organization and efficiency of motion.

PERFORMANCE CRITERIA

Controllable costs are kept to a minimum.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Check for wasted food and supplies.**

  1. Verify that food portions meet specifications.
  2. Note waste of food.
  3. Note waste of service, dishwashing or cleaning supplies.
  4. Provide appropriate retraining.

  Time limit: Ongoing activity.

- **Monitor operations for appropriate work area organization and efficiency of motion.**

  1. Check hot table layout.
  2. Verify that work areas are organized for efficiency.
  3. Note wasted time and motion by personnel.
  4. Provide appropriate retraining.

  Time limit: Ongoing activity.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Ingredients
Mixing bowls
Stockpot
Deep-fat fryer
Scales
Ingredient scoops
Sandwich picks
Spatula
Vegetable peeler
Tongs
Ice-cream scoop
Sifter
Bain-marie
Grill
Toaster
Waffle maker
Blender
Pastry bags with various tips
Various cutters
Cake tester
Proof box
Wire racks
Thermometers
Oven
Steel mitt
Various molds
Plates or serviceware
Utensils
Pots and pans
Roasting pan
Cheescloth
Liquid and dry measures
Wax paper squares
Spreader
Knives and hand tools
Vegetable brush
Ladle
Colanders and strainers
Cheesecloth
Cutting board
Chopping, slicing, pureeing and grating equipment
Mixer with attachments
Food processor
Various molds
Rolling pin
Kettle
Baker's peel
Timer
Refrigeration equipment
Oven mitts
Various cooking appliances
Plastic wrap
Recipes

WORK TO BE PERFORMED

Prepare sandwiches; foods for breakfast; salads and salad dressings; fruits and vegetables; yeast-raised products and quickbreads; starch products; stocks, soups and sauces; desserts and baked goods; meats, poultry, fish and shellfish.

PERFORMANCE CRITERIA

All foods meet standards for color, texture, size, taste, temperature and other characteristics as appropriate.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Prepare sandwiches.**

  1. Prepare hot sandwiches.
  2. Prepare cold sandwiches.

  Time limit: As recipe dictates.

- **Prepare foods for breakfast.**

  1. Cook various egg dishes.
  2. Cook hot cereals.
  3. Prepare quickbreads.
  4. Cook meats.
  5. Grill or pan-fry potatoes.
  6. Toast breads.

  Time limit: As recipe dictates.

- **Prepare salads and salad dressings.**

  1. Prepare salads.
  2. Prepare salad dressings and other cold sauces.

  Time limit: As recipe dictates.

- **Prepare and cook fruits and vegetables.**

  1. Prepare raw fruits and cook by various methods.
  2. Prepare raw vegetables and cook by various methods.

  Time limit: As recipe dictates.

- **Prepare yeast-raised products and quickbreads.**

  1. Prepare yeast-raised products.
  2. Prepare quickbreads.

  Time limit: As recipe dictates.

- **Prepare and cook starch products.**

  1. Cook grains and cereal products.
  2. Prepare and cook pastas.
  3. Prepare and cook bread dressings and cereal products such as dumplings and baked pasta.

  Time limit: As recipe dictates.

- **Prepare stocks, soups and sauces.**

  1. Prepare stocks.
  2. Prepare soups.
  3. Prepare sauces.

  Time limit: As recipe dictates.

- **Prepare desserts and baked goods.**

  1. Prepare frozen desserts.
  2. Prepare various types of cookies.
  3. Prepare pies.
  4. Prepare cakes, icings, fillings and toppings.

  Time limit: As recipe dictates.

- **Prepare meats, poultry, fish and shellfish.**

  1. Prepare meats.
  2. Prepare poultry.
  3. Prepare fish.
  4. Prepare shellfish.

  Time limit: As recipe dictates.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Vendor file
- Price lists
- Inventory reports
- Supply lists
- Professional publications
- Requisition forms
- Order forms
- Calculator
- Ingredient and food item lists
- Supplier catalogs and brochures
- Invoices

WORK TO BE PERFORMED

Maintain vendor relationships; learn about new products; purchase food items and ingredients, beverages and supplies; purchase equipment.

PERFORMANCE CRITERIA

Required food items, ingredients, beverages, supplies and equipment are available when needed.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Maintain vendor relationships.**

  1. Schedule regular meetings.
  2. Schedule regular visits.

  Time limit: Ongoing activity.

- **Learn about new products.**

  1. Study catalogs and brochures.
  2. Visit showrooms.
  3. Attend food industry shows.
  4. Coordinate on-site demonstrations by vendors.

  Time limit: Ongoing activity.

- **Purchase food items and ingredients, beverages and supplies.**

  1. Identify products needed.
  2. Compare price, size/weight and quality.
  3. Place order.

  Time limit: As scheduled.

- **Purchase equipment.**

  1. Identify equipment needed.
  2. Identify equipment features needed.
  3. Compare prices, features and maintenance service.
  4. Place order.

  Time limit: As needed.

CONDUCT INVENTORY PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Calculator
- Food and food item lists
- Supply lists
- Hand scanner
- Inventory forms
- Beverage lists
- Computer/software

WORK TO BE PERFORMED

Receive food items and ingredients, beverages and supplies; control inventory.

PERFORMANCE CRITERIA

Required stock is available in an accessible location and properly rotated.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Receive food items and ingredients, beverages and supplies.**

  1. Check deliveries against order forms.
  2. Reject incorrect or substandard deliveries.

  Time limit: Ongoing activity.

- **Store food items and ingredients, beverages and supplies.**

  1. Store all goods under appropriate conditions.
  2. Make certain food storage equipment works properly.

  Time limit: Ongoing activity.

- **Control inventory.**

  1. Take regular inventory of food items, ingredients, beverages and supplies.
  2. Issue food items, ingredients, beverages and supplies.
  3. Ensure proper stock rotation.
  4. Complete inventory control forms.
  5. Develop PARS (Predetermined Purchase Point).

  Time limit: Ongoing activity.

OPEN AND CLOSE ESTABLISHMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Keys
Work schedules
Deposit forms

WORK TO BE PERFORMED

Open establishment; close establishment; perform daily filing, cash and recording functions.

PERFORMANCE CRITERIA

The premises are properly secured, all stations are covered, equipment is ready for use, utility costs are controlled, daily receipts are properly handled and daily records are maintained.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Open establishment.**

  1. Unlock the door.
  2. Unlock storage areas.
  3. Inspect premises for cleanliness and sanitation.
  4. Turn on lights and equipment.
  5. Make certain all stations are covered.

  Time limit: Varies with establishment.

- **Close establishment.**

  1. Lock the door.
  2. Lock the safe.
  3. Lock storage area.
  4. Supervise housekeeping and sanitation work.
  5. Turn off lights and equipment.
  6. File equipment and service records.
  7. Make certain all security measures are in effect.

  Time limit: Varies with establishment.

- **Perform daily filing, cash and recording functions.**

  1. File guest checks.
  2. Balance cash drawer.
  3. Complete bank deposit forms.

  Time limit: Varies with conditions.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Calculator
- Formula for costing menu items
- Invoices
- Menu forms
- Bookkeeping records
- Recipe file
- Computer
- Inventory records
- Nutritional information
- Menus
- Competitors' menus
- Records of menu items sold

WORK TO BE PERFORMED

Determine foods and beverages that make up menus; set menu prices; determine menu design and layout; update menus.

PERFORMANCE CRITERIA

Menus take into account the cost of food items and ingredients, nonfood items, labor, maintenance, overhead, competitors' prices and menu offerings, local food preferences, regional foods available and preferences of target customers. Menus are attractive, present selections to best advantage and facilitate customers' choices. Successful items are retained, unsuccessful offerings are removed and new items are added.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Determine foods and beverages that make up menus.**

  1. Consider nutritional guidelines.
  2. Consider area preferences.
  3. Consider preferences of target customers.
  4. Consider availability of food items and ingredients.
  5. Consider kitchen equipment available.

  Time limit: Varies with establishment.

- **Set menu prices.**

  1. Calculate cost of food items and ingredients.
  2. Calculate cost of supplies.
  3. Calculate cost of labor.
  4. Calculate cost of overhead.
  5. Add profit margin.
  6. Review competitors' prices.

  Time limit: Varies with establishment.

- **Determine menu design and layout.**

  1. Review past menu designs and layouts.
  2. Determine food categories.
  3. Determine items to be listed in each category.

  Time limit: Varies with establishment.

- **Update menus.**

  1. Review records to determine success of menu items.
  2. Determine items to remain on menu.
  3. Determine items to be removed from menu.
  4. Determine items to be added to menu.

  Time limit: Varies with establishment.

DEVELOP AND CARRY OUT A MARKETING PLAN.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Media rate cards and rate guides
Records of past marketing efforts and their results
Examples of past company advertising
Examples of competitors' advertising
Description of SWOT plan (Strengths, Weaknesses, Opportunities and Threats)

WORK TO BE PERFORMED

Identify the target market; perform advertising functions; perform public relations functions.

PERFORMANCE CRITERIA

A marketing plan that increases business at a reasonable cost is developed.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Identify target market.**

  1. Identify factors that determine target market.
  2. Determine marketing objectives.
  3. Analyze past marketing efforts.
  4. Analyze competitors' marketing efforts.

  Time limit: Ongoing activity.

- **Perform advertising functions.**

  1. Compare costs of various media with past returns on advertising expenditures.
  2. Determine advertising budget.
  3. Select advertising media.
  4. Determine advertising schedule.
  5. Determine content of advertising copy.
  6. Prepare, or arrange for preparation of, advertising copy.
  7. Coordinate advertising with local, regional or national advertising if establishment is part of a chain.
  8. Check accuracy of advertising proof.
  9. Ensure employees are informed of all advertising efforts and schedules.

10. Verify availability of foods for advertised menus or specials.
11. Evaluate advertising effectiveness.

Time limit: Varies with establishment.

- **Perform public relations functions.**

1. Attend meetings of local business and service organizations.
2. Collect gifts for local charities.
3. Participate in local education activities and events.
4. Obtain media coverage.

Time limit: Ongoing activity.

PERFORM FOODSERVICE ACCOUNTING PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Operating budget
Accounting software
Tax forms
Calculator
Profit and loss statement

WORK TO BE PERFORMED

Review financial status; make plan for next financial period.

PERFORMANCE CRITERIA

Accounting information is available to determine whether past goals have been met and to facilitate planning.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Review financial status.**

  1. Interpret operating budget.
  2. Read and interpret profit and loss statements.

  Time limit: Varies with establishment.

- **Make plan for next financial period.**

  1. Forecast short- and long-term sales and costs.
  2. Determine measures to increase profits and reduce losses.

  Time limit: Varies with establishment.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Procedure manual
- Company policies
- Employee application forms
- Scheduling forms
- Training manual
- Local, state and federal laws
- Employee evaluation forms
- Current union contracts

WORK TO BE PERFORMED

Determine and fill staffing requirements; motivate and inform employees; evaluate employees.

PERFORMANCE CRITERIA

Operations are carried out efficiently; employees meet required performance standards, understand their benefits and responsibilities and work together as a team.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Determine and fill staff requirements.**

  1. Prepare organizational chart.
  2. Write and revise job descriptions.
  3. Determine staffing requirements.
  4. Recruit prospective employees.
  5. Interview prospective employees.
  6. Hire new employees.
  7. Conduct orientation and train new employees.

  Time limit: Varies with establishment.

- **Inform, motivate and manage employees.**

  1. Determine personnel policies and procedures.
  2. Set salary schedules.
  3. Explain benefits to employees.
  4. Explain policies and procedures to employees.
  5. Monitor compliance with federal and state hiring and workplace laws.
  6. Conduct informational staff meetings.
  7. Settle conflicts among employees.

8. Schedule employee work hours.
9. Negotiate contracts with employee unions.
10. Coach and support employees.

Time limit: Ongoing activity.

- **Evaluate employees.**

1. Determine job performance standards.
2. Complete employee evaluation forms.
3. Discuss evaluations with employees.
4. Terminate employees when necessary.

Time limit: Varies with establishment.

PROVIDE EMPLOYEE TRAINING AND EDUCATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

- Job descriptions
- Procedure manual
- Training manual
- Job task analyses
- Company policy manual

WORK TO BE PERFORMED

Conduct regular training and education sessions, conduct on-the-job training and provide retraining.

PERFORMANCE CRITERIA

Provide group training sessions, on-the-job training, retraining, educational materials and bulletin board notices to ensure that staff members work safely and efficiently and comply with company policies and laws that apply to foodservice establishments.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Conduct regular training and education sessions in**

  1. Front-of-the-house duties,
  2. Back-of-the-house duties,
  3. Safety procedures,
  4. Security procedures,
  5. Sanitation procedures,
  6. Clerical duties,
  7. Government regulations,
  8. Service guidelines.

  Time limit: Varies with establishment.

- **Conduct on-the-job training in**

  1. Front-of-the-house duties,
  2. Back-of-the-house duties,
  3. Safety procedures,
  4. Security procedures,

5. Sanitation procedures,
6. Clerical duties,
7. Government regulations,
8. Service guidelines,
9. Customer service expectations.

Time limit: Varies with establishment.

- **Provide retraining in**

1. Front-of-the-house duties,
2. Back-of-the-house duties,
3. Safety procedures,
4. Security procedures,
5. Sanitation procedures,
6. Clerical duties,
7. Government regulations,
8. Service guidelines.

Time limit: As needed.

MAINTAIN COMPLIANCE WITH COMPANY POLICIES AND PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Procedure manuals
Policy manuals
Training manuals

WORK TO BE PERFORMED

Maintain compliance with company operating procedures; maintain compliance with procedures designed to ensure customer satisfaction.

PERFORMANCE CRITERIA

All operations are carried out according to company guidelines.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Maintain compliance with company operating procedures including**

  1. Cost-control procedures,
  2. Personnel policies and procedures,
  3. Procedures to ensure safe work area,
  4. Procedures for responding to accidents,
  5. Security procedures,
  6. Safe food-handling and sanitation procedures,
  7. Customer service expectations.

  Time limit: Ongoing activity.

- **Maintain compliance with procedures designed to ensure customer satisfaction.**

  1. Ensure service meets company standards.
  2. Ensure food quality meets company standards.
  3. Ensure dining area meets company standards.

  Time limit: Ongoing activity.

MAINTAIN COMPLIANCE WITH LOCAL, STATE AND FEDERAL LAWS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Local, state and federal laws
Procedure manuals
Training manuals

WORK TO BE PERFORMED

Enforce compliance with laws applying to foodservice establishments.

PERFORMANCE CRITERIA

All operations comply with local, state and federal laws applying to foodservice establishments.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Enforce compliance with laws applying to foodservice establishments.**
  1. Obtain and study current information on laws.
  2. Post laws where employees can see them.
  3. Conduct employee training and education to ensure all employees have current information on laws.
  4. Monitor employee compliance with laws.
  5. Complete necessary reports.

  Time limit: Ongoing activity; special sessions as needed.

WRITE FOODSERVICE POLICIES AND PROCEDURES WHEN APPROPRIATE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Revised policies and procedures
Employee handbook
Bulletin board

WORK TO BE PERFORMED

Determine need for new policies and procedures; change policies and procedures.

PERFORMANCE CRITERIA

All staff members understand and carry out current policies and procedures.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Determine need for improvement in existing policies and procedures.**

  1. Observe all operations to determine need for improvement in existing policies and procedures.
  2. Observe all operations to determine need to clarify existing policies and procedures.

  Time limit: Ongoing activity.

- **Change policies and procedures.**

  1. Write or revise policies and procedures.
  2. Provide employee training and education in new and revised procedures.
  3. Post new and revised policies and procedures.
  4. Put new and revised policies and procedures into effect.

  Time limit: As needed.

EVALUATE EFFECTIVENESS AND EFFICIENCY OF FOODSERVICE OPERATIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given instruction on company procedures and the following:

Operations records
Financial records
Employee records

WORK TO BE PERFORMED

Obtain information; determine where changes are needed; make changes.

PERFORMANCE CRITERIA

Quality is maintained; improvements are made on an ongoing basis.

The worker successfully completes the performance elements listed below, performing all tasks safely, efficiently and according to company standards and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

- **Obtain information.**

  1. Observe all operations.
  2. Talk with customers to determine opinions on the food, service and physical surroundings.
  3. Talk with employees to learn about work problems and any suggestions or comments they receive from customers.

  Time limit: Ongoing activity.

- **Determine where changes are needed.**

  1. Determine successful areas of operation.
  2. Determine areas of operation that need improvement.

  Time limit: Ongoing activity.

- **Make changes.**

  1. Determine appropriate changes.
  2. Train and educate employees as needed.
  3. Put changes into effect.

  Time limit: As needed.

Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedure requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/ occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system to ensure that repeated measurements yield consistent results.
Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
Skill Standard	The specific knowledge and competencies required to perform successfully in the workplace.

Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

Margaret Blackshere	AFL-CIO
Hollis Earnest	Manufacturing/Electronics
David Emerson	Downstate National Bank
Bernard Gregory	Passavant Hospital
Michael O'Neill	Chicago Building Trades Council
Janet Payne	United Samaritans Medical Center
Gerald Schmidt	Illinois Manufacturing Association Caterpillar
Jim Schultz	Illinois Retail Merchants Association Walgreen Company
Larry Vaughn	Illinois State Chamber of Commerce Alternative School Network

Linda Bacin	Vice President The Bacin Group
Jim Davern	Vice President HERE #1
John Draz, CEC, CCE	Chef - Instructor The Culinary School of Kendall College
Marie French	President Wayne Griffin Travel and Cruises
Nancy Kroll	Instructor St. Charles High School
George C. Macht	Associate Professor Foodservice Administration College of DuPage
Kathleen Massat	Midwest Regional Manager of Community Employment and Training Marriott International
Margie Mintz	Vice President, Human Resources The Levy Restaurants
Joe Perrino	Owner Home Run Inn, Inc.
Larry Posen	District Leader Canteen Corporation
Tom Rivera	President Greater Woodfield Convention and Visitor's Bureau
Charlie Robinson	Owner Robinson's Ribs
Rick Roman	Owner The Signature Room at the 95th
Gene Rupnik	Owner/Manager Days Inn

Gene Sage	Owner Sage's Restuarant
Rod Sampson	Manager Quincy Travelodge
Chester Wilkins	Vice President HERE #1
Richard Ysmael	Subcouncil Chair Corporate Director Food Works Management Services Motorola Food Works
Ruth Hicks	State Liaison Illinois State Board of Education
Debra Larson	State Liaison Illinois State Board of Education

APPENDIX D-1

CUSTOMER SERVICE AND FOOD PREPARATION STANDARDS DEVELOPMENT COMMITTEE

Patti Castro	Motorola Food Works
Marc DiTomassi	The Signature Room at the 95th
John Draz	Kendall College
Jack Drozier	Fluky's Incorporated
Denise Ellis	Kendall College
Darline Peterson	College of DuPage
Patricia Ruppert	Patty's Heart Healthy
Michael Shenault	Motorola Food Works
Terry Sheridan	The Signature Room at the 95th

Juli Nilson	Product Developer Customer Service
Phyllis Miller	Product Developer Food Preparation Foodservice Management
Ruth Hicks	State Liaison Illinois State Board of Education
Debra Larson	State Liaison Illinois State Board of Education

APPENDIX D-2

FOODSERVICE MANAGEMENT STANDARDS DEVELOPMENT COMMITTEE

Pat Beach	Instructor Harper Community College
Shirley Bourne, Ph.D.	Program Coordinator Department of Workforce Education and Development SIU Carbondale
Stephen Felsenberg	Manager/Owner Sage's Restaurant
Mike Hayes	Coordinator/Instructor Belleville Area College
Glen Keefer	Ruth's Chris Steak House
Jay Kitterman	Director of Hospitality Program Lincoln Land Community College
Nancy Kroll	Instructor St. Charles High School
Sal Parrinello	Manager/Owner Parrinello's Restaurant
Gene Rupnik	Owner/Manager Days Inn
Julie Sampson	District Manager Motorola Food Works
Phyllis Miller	Product Developer Food Preparation Foodservice Management
Ruth Hicks	State Liaison Illinois State Board of Education
Debra Larson	State Liaison Illinois State Board of Education

I Occupational Definition and Justification

A. Occupational Definition

The Hospitality Subcouncil began skill standards development with a cluster of occupations in the Foodservice segment of the industry. The cluster consists of occupations from three areas: Customer Service (Host/Hostess, Server, Busser and Cashier), Food Preparation (Utility/Cook's/Baker's Helpers and Cook/Chef) and Foodservice Management (Foodservice Manager, Assistant Manager, Dining Room Manager and Steward). Definitions for the three components of the cluster are provided below.

Customer Service

Customer Service is a category of occupations which includes Host/Hostess, Server, Busser and Cashier. These occupations are critical to the success of the foodservice establishment. Job responsibilities include greeting and seating customers; supervising and coordinating activities of the dining room staff; taking orders and serving food and beverages; answering inquiries; setting and clearing places; monitoring diners' progress; totaling the bill; accepting payment and completing the transaction; and providing courteous, rapid service to the customers.

Food Preparation

Food Preparation is a category of occupations which includes Utility/Cook's/Baker's Helper and Cook/Chef. These occupations are critical to the success of the foodservice operation. Job responsibilities include preparing, seasoning and cooking soups, meats, vegetables, desserts and other foodstuffs; ensuring that safety and sanitary procedures are followed; ordering, receiving and inventorying supplies; keeping records and accounts; planning menus; and pricing menu items.

Foodservice Management

Foodservice Management is a category of occupations which includes Foodservice Manager, Assistant Manager, Dining Room Manager and Steward. These occupations help ensure the successful operation of the foodservice establishment. Job responsibilities include supervising and coordinating activities of the kitchen, dining room and non-cooking workers; inspecting facilities to ensure safety and cleanliness; ordering, receiving and inventorying supplies; maintaining appropriate records; approving invoices and bills; hiring, training and discharging employees; and forecasting and promoting customer traffic.

B. Employment and Earnings Opportunities

While not all occupations within Customer Service and Food Preparation Standards meet the earnings criteria established by the IOSSCC, they contain the necessary skills and foundations that an individual needs to move to the higher wage-earning occupations associated with Foodservice Management. That movement is currently supported by strong industry-based training opportunities which are most often provided through internship or apprenticeship.

There is also clear evidence that a strong career path exists between the entry-level positions and the top-level foodservice manager as evidenced by the fact that over 60% of restaurant owners and managers began as dishwashers, servers and cooks.

Employment Potential

Employment projections for Illinois indicate that occupations in all three areas of the foodservice cluster are large and growing at more than the statewide average rate. Thus, considering the large number of additional job openings due to replacement needs, job opportunities in all parts of the state should be plentiful. The need for qualified persons to fill management positions is acute. According to *U.S. News and World Report* (October 30, 1995), the hospitality industry is one of the fastest growing. The Bureau of Labor Statistics estimates jobs in foodservice management will jump 44% by the year 2005.

Earnings Potential

Customer Service occupations (including Host/Hostess, Server, Busser and Cashier) receive median earnings, but do not quite reach the wage criteria set by the Council. However, the strong career ladder and the critical position of these occupations with this segment of the industry allow inclusion of this area in the foodservice cluster standards. In addition to an hourly wage, many of these occupations will receive tips, bonuses or other compensation.

Food Preparation occupations (including Cook/Chef and Utility/Kitchen/Baker's Helper) receive a middle range of earnings that meet or exceed the Council's criteria for endorsement. The middle range earnings for chefs, as reported in 1994, was $20,380-$28,600. The wage figures continue to rise along with the demand.

Foodservice Management occupations (including Foodservice Manager, Dining Room Manager and Steward) will exceed the Council's wage criteria. The middle range of annual earnings as reported in 1994 was between $18,000 and $28,000. The industry reports a substantial increase in this range with wages rising in proportion to the tremendous demand for qualified people in these occupations.

C. Career Opportunities and Education and Training Requirements

The occupations associated with the foodservice cluster require technical, workplace and related academic skills. The relationship of academic skills and the occupational skill standards will be identified using the Illinois Learning Standards.

II. Occupational Standards and Credentials

A. Occupational Standards

Foodservice standards were developed for a cluster of occupations in three major areas: Customer Service, Food Preparation and Foodservice Management. Information from the national foodservice standards project, which addressed customer service occupations, was adapted in the development of the Illinois standards. Illinois standards were also aligned with the national foodservice pre-management curriculum project, Pro-Start. Future standards revisions or development will also be aligned with the newly formed national hospitality consortium.

B. Assessment and Credentialing System

A number of existing credentials are compatible with the Illinois standards. As a core of standards, their achievement is preparation for credentials that require years of experience, professional involvement and/or further course work in addition to the demonstrated achievement of the standards. Such advanced credentials exist for cooks/chefs through organizations such as the American Culinary Federation. Advanced credentials in foodservice management can be acquired through the National Restaurant Association and the American Hotel and Motel Association. A secondary level pre-management certification is also available through the National Restaurant Association.

The subcouncil will review and consider all alternatives for assessing skill standards for foodservice. The need for additional credentialing or certification will be reviewed with strong consideration given to embedding the assessment in the instruction provided at the site. The assessment will be valid and reliable.

III. Industry Support and Commitment

A. Industry Commitment for Development and Updating

1. The development of skill standards for the Foodservice Cluster is the direct result of efforts put forth by the Hospitality Subcouncil and two Standards Development Committees. Lists of Subcouncil and Standards Development Committee members are located in Appendices C, D-1 and D-2, respectively.

2. In developing the products, the following steps were completed:

   a. Identification and prioritization of developmental categories.
   b. Review of resources.
   c. Development of draft performance skills.
   d. Convening of Standards Development Committee of incumbent workers.
   e. Review, validation and approval of skill standards by the Standards Development Committee.
   f. Review and approval of standards by Subcouncil.
   g. Acceptance of Recognition Proposal by the Council.

3. The Hospitality Subcouncil supports a regular review and revision process for standards to reflect the rapidly changing industry.

B. Industry Commitment for Marketing

The Hospitality Subcouncil is committed to marketing and obtaining support and endorsement from the leading industry associations impacted by the skill standards.

Subcouncil members will coordinate efforts to provide awareness and obtain full industry commitment to this effort. In addition, the Subcouncil will also assist in developing a full industry marketing plan.

The Subcouncil encourages the availability of skill standards to the public including learners, parents, workers, educators at all levels, employers and industry organizations.

A. Developing an Employment Plan	1. Match interests to employment area. 2. Match aptitudes to employment area. 3. Identify short-term work goals. 4. Match attitudes to job area. 5. Match personality type to job area. 6. Match physical capabilities to job area. 7. Identify career information from counseling sources. 8. Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1. Locate employment opportunities. 2. Identify job requirements. 3. Locate resources for finding employment. 4. Prepare a resume. 5. Prepare for job interview. 6. Identify conditions for employment. 7. Evaluate job opportunities. 8. Identify steps in applying for a job. 9. Write job application letter. 10. Write interview follow-up letter. 11. Complete job application form. 12. Identify attire for job interview.
C. Accepting Employment	1. Apply for social security number. 2. Complete state and federal tax forms. 3. Accept or reject employment offer. 4. Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1. Communicate orally with others. 2. Use telephone etiquette. 3. Interpret the use of body language. 4. Prepare written communication. 5. Follow written directions. 6. Ask questions about tasks.
E. Interpreting the Economics of Work	1. Identify the role of business in the economic system. 2. Describe responsibilities of employee. 3. Describe responsibilities of employer or management. 4. Investigate opportunities and options for business ownership. 5. Assess entrepreneurship skills.
F. Maintaining Professionalism	1. Participate in employment orientation. 2. Assess business image, products and/or services. 3. Identify positive behavior. 4. Identify company dress and appearance standards. 5. Participate in meetings in a positive and constructive manner. 6. Identify work-related terminology. 7. Identify how to treat people with respect.

G. Adapting to and Coping with Change	1. Identify elements of job transition. 2. Formulate transition plan. 3. Identify implementation procedures for a transition plan. 4. Evaluate the transition plan. 5. Exhibit ability to handle stress. 6. Recognize need to change or quit a job. 7. Write a letter of resignation.
H. Solving Problems and Critical Thinking	1. Identify the problem. 2. Clarify purposes and goals. 3. Identify solutions to a problem and their impact. 4. Employ reasoning skills. 5. Evaluate options. 6. Set priorities. 7. Select and implement a solution to a problem. 8. Evaluate results of implemented option. 9. Organize workloads. 10. Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1. Identify safety and health rules/procedures. 2. Demonstrate the knowledge of equipment in the workplace. 3. Identify conservation and environmental practices and policies. 4. Act during emergencies. 5. Maintain work area. 6. Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1. Identify established rules, regulations and policies. 2. Practice cost effectiveness. 3. Practice time management. 4. Assume responsibility for decisions and actions. 5. Exhibit pride. 6. Display initiative. 7. Display assertiveness. 8. Demonstrate a willingness to learn. 9. Identify the value of maintaining regular attendance. 10. Apply ethical reasoning.
K. Demonstrating Technological Literacy	1. Demonstrate basic keyboarding skills. 2. Demonstrate basic knowledge of computing. 3. Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1. Value individual diversity. 2. Respond to praise or criticism. 3. Provide constructive praise or criticism. 4. Channel and control emotional reactions. 5. Resolve conflicts. 6. Display a positive attitude. 7. Identify and react to sexual intimidation/harassment.
M. Demonstrating Teamwork	1. Identify style of leadership used in teamwork. 2. Match team member skills and group activity. 3. Work with team members. 4. Complete a team task. 5. Evaluate outcomes.

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